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has been left out after humor; p. 158, it is evident that by a typographical error the first line dealing with the noun *reda* has slipped out, and the first line dealing with the verb *reda* repeated and substituted instead; the line to be supplied is perhaps: *reda*, order (or "clearness"); *ha reda*. How the student is to add the endings to the verbs, nouns, and adjectives given in the vocabulary might have been made clearer by putting a stroke after the part of the word to which the endings are attached; thus, *följ|a* (-*de*) instead of *följa* (-*de*); *stug|a* (-*or*) instead of *stuga* (-*or*); *förfall|en* (-*et*, -*na*) instead of *förfallen* (-*et*, -*llna*).

The book contains three splendid pictures: one of Selma Lagerlöf, one of her home in Falun, and one of Mårbacka, her idyllic retreat in Värmland. If I were to suggest any additional feature, it would be a short sketch of Selma Lagerlöf's life and works. Long introductions are of little value in a book of this kind, but in small compass a picture of the life of the author has its place. It should be added, however, that reference is made in the preface to the edition of Selma Lagerlöf's *En herrgårdssägen* in the same series, where there is a brief introduction dealing with her life. A map of Sweden would be an additional aid to the intelligent reading of these charming stories, and I trust the next edition may be provided with one.

The book is excellently gotten up and is, therefore, a most attractive text to put in the hands of the student.

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A BRIEF SWEDISH GRAMMAR, by Edw. J. Vickner, Ph.D. Revised edition. Rock Island, Ill., 1914. Augustana Book Concern. Pp. VIII+302+19.

The first edition of Vickner's *Swedish Grammar* was reviewed by the undersigned in the *Journal of English and Germanic Philology*, Vol. XII (1913), pp. 318-324.

The addition of a collection of songs with music is very welcome. I would point out that the designation used, "National Songs," does not apply to all those included.

In the new edition many misprints have been corrected and a large number of other improvements have been made, but many important changes that could have been expected have not been included. About the following matters mentioned in my earlier review there can hardly be any difference of opinion. The pronunciation of *l* (*lj*-) is still left unmentioned. Nothing is said about the sound of *sk* before consonants; Americans not infrequently pronounce *skriva* with the initial sound of German "schreiben." In §179 a, "compound verb" should be "compound tenses of the verb." The historically incorrect *sik* has not been changed (§181). In §305 hard vowels are still called strong. In Appendix 6, *bonde* has not been added to the list of nouns umlauting in the plural; others omitted are *land*, *spann*, *stånd*, *strand*, *tand*, several of which occur in the general vocabulary. There are not a few other similar instances, but those mentioned will illustrate the point.

In some cases the author in making corrections of matters referred to in my review has made a new mistake. In the remark preceding §4, the author speaks of a "tendency" toward slurring *e* in endings. It *is* slurred, i. e., has

the phonetic value of *ä*. To *-el*, *-en*, etc., the ending *-es* should be added. In § 42 the author says: "The word is originally monosyllabic." Better: "The form (i. e., *getter*) was originally monosyllabic." The acute accent of *getterna* is governed also by another principle. In § 69, speaking of the post-positive article, the author says: "This article is always used when the noun is definite in sense." But no definite article is used, though the noun has definite sense in *min bok*, *gossens hatt*, *denna bok* (literary form), *käre bror*.

Limitations of space prevented me from mentioning in the review of the first edition more than a few of the many criticizable details. Nor shall I go into these matters here. There are, however, certain types of improvements that could well be looked for in a revised edition. I shall mention some of the more important of these, without attempting to give more than a very fragmentary list of examples of the points at issue.

In the list of strong and irregular verbs (pp. 254 ff.) no new verb seems to have been inserted. While such a list ought to be complete, there can be no doubt that at least the following should have been added: *växa*, *hava*, *kunna*, *kvida*, *nypa*, *ryta*, *smälta*, *sprida*, *strida*, *gala*, *drypa*, *dölja*, *glädja*, *skilja*, *spörja*, *smörja*, *sälja*, *välja*, *vänja*. These verbs deserve to be included fully as much as *böra*, *töras*, *stinka*, *dimpa*, *krympa*, *dräpa*, *förgäta*, *stupa*, *slinka*, etc., which are given. Several of those omitted even occur in the general vocabulary.—The verbs *brinna* and *giva* are in the wrong place alphabetically. The form *be* should be given with *bedja* (cf. *ge* given with *giva*). It is unfortunate that the author does not discriminate at all between common and uncommon forms, nor between forms that are stylistically different. It would be much easier for the student to notice which verbs change the vowel in forming the past plural, if the past plural of verbs without such change were not given; a similar criticism can be made of the treatment of the indicative singular, which is rarely irregular.

Words missing in the Swedish-English vocabulary of the first edition have been added to the extent of two and a quarter two-columned pages, and almost as many have been inserted in the English-Swedish vocabulary. Nevertheless, the number of words used in the exercises that are missing in the general vocabulary (I have examined only the Swedish-English one in this respect) is still very large. By comparing by no means all the words of a few exercises I have found the following: *anlingen* (see exercise 36, A, 8, 10), *barberare* (37, A, 5), *bifoga* (38, B, 7), *bringa* (36, A, 10, 14), *bön* (36, B, 5), *denne* (36, A, 3), *då* (36, A, 15), *däremot* (36, A, 14; 20, the first C, line 9 f.), *fem* (37, A, 5), *femtio* (36, A, 8), *fröken* (29, B, 5), *icke* (36, A, 8), *ingenting* (36, A, 2), *jag* (36, A, 8), *nära* ("almost," "nearly," 30, B, 1), *pappa* (23, B, 11), *skola* (auxiliary, 36, A, 3), *snöa* (22, B, 9), *sådan* (36, A, 2), *vad* (36, B, 6), *varandra* (22, B, 11), *varför* (37, B, 5), *varmed* (36, A, 2), *veta* (36, A, 3), *vilken* (36, A, 16). The fact that some of the words are very common ones does not excuse their omission in an elementary textbook. Moreover, *två* and *sex* are given, but not *fem* and *femtio*; *fru* (in the new edition), but not *fröken*; *inte* and *ej*, but not *icke*; *han*, but not *jag*.

Many words in the vocabularies (both the general vocabularies and the lesson-vocabularies) are in the wrong place alphabetically; some of these the student will accordingly not find. Words out of place in the general Swedish-English vocabulary are *adressat*, *annars*, *annons*, *ana*, *enligt*, *familj*, *halvsula*,

honorar, håll, kalla, kapten, etc.; on a single page the following: *talrik, tavla, telefonera, tidning, tillsammans, tillverka, tills*. Similarly in the English-Swedish vocabulary: *accustom, afternoon, anniversary, blow, consult, correspondent*, etc. And in the lesson-vocabularies: (page 28) *sällskap*, (p. 32) *bonde, från, slätt, tavla*, etc. in the other vocabularies.

In the note preceding the general Swedish-English vocabulary we are referred to the verb-list on pp. 254 ff. for the principal parts of strong and irregular verbs occurring in the vocabulary. But some of those occurring in the latter are missing in the verb-list; as, *växa, glädja, kunna, välja*. In the note preceding the English-Swedish vocabulary we are referred to the Swedish-English vocabulary for the inflection of Swedish words given as definitions (a process that is unusual and laborious, though undoubtedly not without pedagogic value); however, not a few such words are not to be found in the Swedish-English vocabulary; as, *kultur* (see under culture), *avmeja* (see cut), *däck* (see deck), *beskrivning* (see description), *prick* (see dot). Also the position of the stress is similarly to be found in the Swedish-English vocabulary,—a further source of disappointment in many cases; as, *amerikan* (under American), *omkring* (see about).

The general vocabularies contain not a few instances of minor inconsistencies, errors, and misprints. For example, after *bedja om* we find "irr." (should be "irr. v."); after *vara*, "v." (should be "st. v."); after *vilja*, "v." (should be "irr. v."). After *läsa* we find "IIa," but in the verb-list this verb is (unnecessarily) given as irregular; similarly in the case of *välja* we find "IIb," though *sätta* is given as irregular. After *biljettkontor, mål, slut, slott, brådska*, etc., the inflection is not indicated. When the neuter of *obetydlig* is given, this is contrary to the author's practice in such cases. *I morgon* should be given under *morgon*, to be consistent. In *tavelgalleri* the secondary stress is indicated (or is this a misprint?), contrary to the usual practice (cf. *poli'skonstapel*); this is done occasionally also in the lesson-vocabularies; as, *ö'verras'ka* (p. 130). The stress given for *konstnär* is contrary to the usual pronunciation of this word; in the vocabulary of Lesson IV it is given without stress-mark, but this may be unintentional. After *herr*, Mister, the words "in address" should be omitted; perhaps the author means "as a title," to distinguish it from the following *herre*. There are also misprints; as, after *slarv, säte, förre*. A more general matter,—it would be much easier for the student to distinguish readily between the two general vocabularies if the same style of type (italic) were not employed for the words to be defined in each.

In the index several words are in the wrong place alphabetically; as, accentuation, pronunciation, supine. For a later edition I should suggest a considerably more detailed index.

It is the author's principle to indicate the position of the stress in Swedish words throughout the book, whenever the stress rests on some syllable other than the first. The author has failed to do this in a very large number of instances, both in the grammar proper (as §15, 2, *Columbus*; §15, 3, *choklad, charmant*; §17, *fotograf*), in the lesson-vocabularies, and in the general Swedish-English vocabulary. In the last-named we find the stress-position indicated for *musi'k*, but not for *musika'listik*, etc.

In a number of places the letters *f, fv* are still found where the new orthography requires *v*; as, exercise 8, B, 8; § 230, note, l. 4; exercise 36, A, 3; § 372, note, l. 1; appendix 1, C, 2; general vocabulary, *sjöröfware* (but with *v* in the text where this word occurs).

The paper used in this edition is considerably better than that of the first edition. In other matters that affect the general appearance of the book little or nothing seems to have been done. The small six point type used extensively for notes (not footnotes) should have been exchanged for eight point. The book would look better if the exercises were printed with the same kind of type as the grammatical text; note, e. g., the effect of pp. 30, 31. General typographical details can also be improved; for example, the leading between paragraphs in § 21, § 24 (cf. § 23), the vocabulary on p. 78 f., the tables in §§ 213, 214.

In a revised edition a pedagogically better arrangement of the material would have been expected in several instances. In Lesson I we find a paragraph of half a page (§ 61) dealing with the dialectical and archaic use of *m.* and *f.* gender for inanimate objects; this belongs in the appendix, if it should be mentioned at all in an elementary book. Also in Lesson I (§ 62) the author, as an introduction to a brief account of the indefinite article, mentions the definite articles, even telling us when the prepositive article is employed. No mention at all of the definite articles, which are discussed in Lesson I, is necessary for an elementary account of the indefinite article. The substitution of a very brief general statement for the two pages (§§ 70-72, Lesson II), giving a complete account of the use of the various forms of the post-positive article, would have been far better; there is, for instance, little value and less encouragement for the student to meet the full details of the plural article before he has become acquainted with the plural of nouns. This entire section could be relegated to the appendix, to which reference could be made if necessary.

Another matter where there is great room for improvement is in the style of presentation of the grammatical material. There is a great deal of vagueness and unclearness, and frequently statements are made in what to the student is not the logical order of receptivity. I shall illustrate again by a few examples only; some of the cases mentioned were briefly discussed in the earlier review, but as isolated points. In the phonology we read (§ 23, note 2): "If *g* and *n* occurring together belong to the same radical syllable, they are pronounced with an *n* before," This is unnecessarily awkward and vague. The circuitous basing of the quantity rules in § 2 on the "long" and "short" consonant sounds (entirely new ideas to the student) is a little abrupt. In § 3 the student is first told how the long and short consonant sounds can be recognized. This too, by the way, is told very awkwardly: "The long (consonant sound is generally indicated) by two or more consonants, especially a double consonant." Unless the author here uses "indicated by" in the unlikely sense of "recognizable by" instead of "represented by," the statement is incorrect (note cases like *takt*, *skålmskt*). When the author (§ 64, Lesson I) says that "the indefinite article corresponds in the main with that of English," he means "the use of the indefinite article." In a note preceding the vocabulary in Lesson I we read: "Only the indefinite gender form of the adjective

is given in the first few lessons." This is the first statement about adjectives in the book and the student has no idea of what "the *indefinite* gender form of adjectives" means. The first sentence dealing with the First Declension (§ 77) is: "This declension forms its plural by dropping the ending *-a* of the nominative singular and adding *-or*." In the next paragraph (turning the page): "The First Declension comprises all gender nouns ending in *-a*." More logically: "The First Declension, which comprises, forms its plural by" On p. 35 we find the term "present perfect" for the author's usual "perfect" (used, e. g., on p. 34; Vickner employs the criticizable terms "imperfect," "perfect," "pluperfect"). In § 111, note 7, we read: "Adjectives ending in *-e* (especially present participles) do not change in the neuter." They are, of course, indeclinable, and do not change in the plural or definite form either,—unless we want to say that they drop *e* and then add *e*. Under plural forms of adjectives in the next paragraph the author omits mention of these, but in discussing the definite declension (§ 123, note) he says that they are indeclinable; similarly in the general vocabulary some are said to have no neuter (as *följande*), others, to be indeclinable (as *framstående*, *stundande*). Another matter that I should hope to see changed in the next edition is the use of IIa (= *-te*) and IIb (= *-de*) in speaking of verbs of the Second Weak Conjugation. The only authorities for this, I believe, are Carlson's and Fort's grammars. This arrangement is contrary to the phonetic development of *d* to *t* after voiceless consonants, and it obscures the unifying link between the weak conjugations, namely the *d*, which is preceded by *a*, made voiceless (*t*), doubled, or left unchanged.

The neglect to treat the spoken language adequately and consistently is unfortunate, especially in a book that emphasizes in the preface the colloquial use of the exercises. Little is said of these very numerous and extremely important differences, except for the incomplete and rather faulty account in a trifle over a page of the appendix. Further, the author has a fundamentally incorrect idea of the spoken language when he gives (in a paradigm, § 143) such a form as *iag skall (ska) ha kallat*. *Ska* is colloquial, but the future perfect is not used in speaking. The form *ska ha kallat* is possible only when *skall* is used as a modal auxiliary. In § 222, b, the author says: "It (i. e., *vilken*) is not used very often in conversation except when the antecedent is a clause (when it is indispensable) or when a preposition must stand before the relative." The spoken language would not use *vilken* in such cases, but would avoid the difficulty by changing the construction into two coördinate clauses.

The large number of criticizable features in both editions of Vickner's *Swedish Grammar* has, unfortunately, made it impossible for me to devote any space to pointing out good features. And to point out such might be misleading. In the interest of our work and in the interest of the young students of Swedish the greater good is in this case accomplished by making necessary the preparation of a thoroughly and carefully revised—or rewritten—third edition.

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